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ABSTRACT

This guide, which is intended for new supervisors and managers to use in an independent study setting, deals with the responsibilities of being in charge. The following topics are discussed in the first three sections: the supervisor and the job; procedures for planning and organizing work; and getting the work done (allocation of work, work flows, controls, ways of improving work methods, and records and reports). The third chapter, which is devoted to developing a team, deals with training (recruiting, introducing, and training new workers and developing people for growth and promotion) and getting along with people at work (understanding what makes people work well, giving instructions or orders, handling complaints and grievances, maintaining discipline, working with people of other cultures, communicating effectively, and managing change). The final two sections cover safety at the workplace and self-development for supervisors (deciding to begin a plan of self-improvement, opting to be a boss or a leader, managing one's time, and making decisions). A note to managers regarding supervisory training is appended. (MN)

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the supervisors 'self-development' series 1

IN CHARGE

A Supervisor's Note Book

By
GORDON P. RABEY

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Introduction

Being a supervisor is not easy. Being an effective supervisor means a lot of work to master the necessary knowledge and skills.

A new supervisor needs plenty of help. You, like others before you, may have been told "you're now a supervisor. You're now in charge. You'll soon pick up what is required, and if it can be arranged we hope to send you to a training course sometime soon. The best of luck."

Then in the weeks that follow you learn that you are now being judged not on what you do, no matter how hard you work, but on what your section does, and that this section is looking to you for planning, for organising, for leadership, for control and for communication. And they will respond to your example.

This Note Book has been written to help you to handle some of the challenges you will meet in your new position.

G.P.R.

Note:
Until a suitable Unisex pronoun is introduced the reader should read "he" or "she" as appropriate.

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A. You and Your Job

You have been put in charge. You have been promoted because management saw your potential and the value of your work and felt that you could now take charge of one of the operations. Your new title might be section head, charge hand, leading hand, foreman, supervisor or something else, but in this note book we will call you a supervisor. This means that in your new position you are now responsible and have authority for planning and controlling the work of a number of people — your section or group — and for achieving the objectives set by management.

Until now

But as a supervisor your task has changed. Now—

You are no longer being paid to do the job yourself, but to ensure that it is done as required.

Right at the start, both you and the person you report to — the manager — must understand clearly what and who you are in charge of and what authority you really have.

Your **responsibilities** are those things you must do and which you must account for, and the results you should produce. This includes not only production or work performance, but can also cover such things as stock control, hiring people, housekeeping standards and running a risk-free operation.

Your **authority** is the power which the manager has given you to carry out your responsibilities — how much stock you can order without having to get permission, how much money you can spend, whether or not you can sack an unsatisfactory worker, and so on.

Unless you have the authority to do the things you must account for

you will not be an effective supervisor.

Responsibilities and authority vary tremendously in different organisations, but overall you must be responsible for—

Planning	the work and deciding how, when and where it can best be done and by whom.
Organising	your resources — people, time, equipment or material — so that jobs will be finished on time.
Leading	the people in your work unit so that they work together to the best of their abilities and work as a team.
Controlling	all things needed for the work to go well, such as production, work flow and output, quality standards, waste or spoilage, machine maintenance, the training of people and for operating within budgets.
Communicating	so that everyone who needs to know does know not only what is happening but also what is likely to happen — the manager, other supervisors, the people in the group, and perhaps technical staff or shop stewards, and others.

These are the criteria of your effectiveness. As a leader of a work team you must be concerned not only with the management of work and with the management of people but predominantly with the management of people's work so that objectives are accomplished.

Your job may have certain clearly-defined tasks that do not change much from day to day. In addition you may have to know and to understand such things as:

- where your priorities lie,
- policies, rules and regulations concerned with your job,
- the costing or the payment procedures
- manufacturing or performance details
- various control methods
- terms of the Agreement in force between your organisation and the Union,
- how to introduce new workers and train them
- how to train and to re-train in work skills
- how to deal with grievances or complaints
- how to discipline workers
- how to prevent accidents and maintain a safe working environment
- how to co-ordinate and co-operate with other work units
- how to co-operate with shop stewards

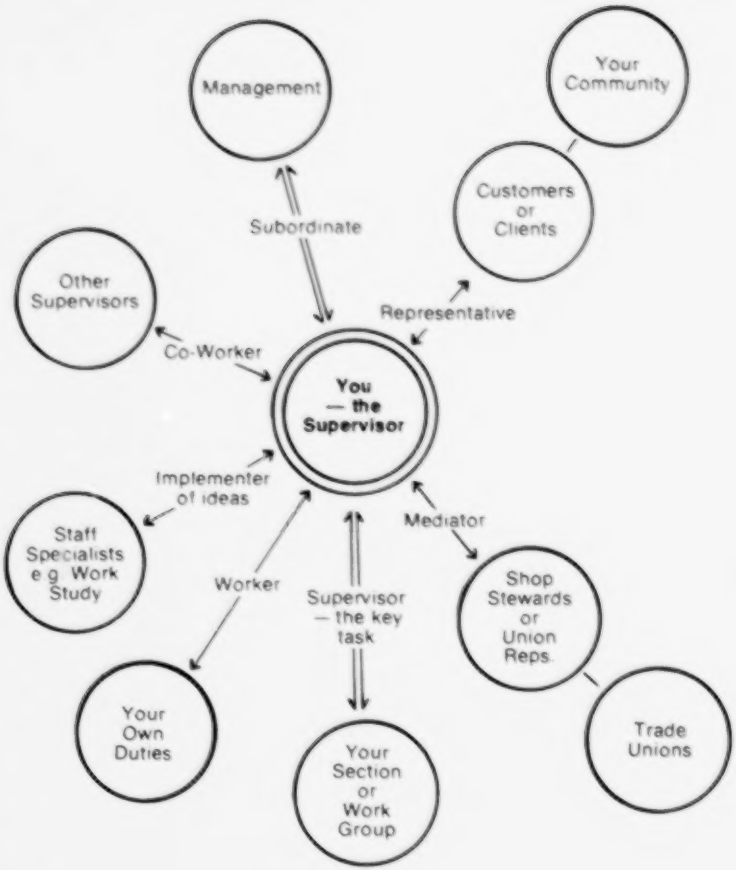
As a supervisor you must know quite clearly what is expected of you. Yours is an important job, and **you are responsible to several people for different things.**

They include **the people working for you who will expect**
— clear direction and objectives, including target dates
— equal and fair treatment
— good training — on their present work
— to prepare them for advancement
— proper equipment
— good working conditions
— an even work flow
— recognition of their performance and of their worth as individuals
— encouragement of effort
— protection from hazards
— a good example

Your management who will expect
— good group output
— achievement of targets within budgets
— high morale
— loyalty (fair interpretation of management thinking)
— advice and warning
— waste control (time, space, power, materials)

Other supervisors who will expect
— co-operation
— your part of the total task to be done well and on time.

As a supervisor you have a key role in the organisation, but you must respond differently to different people.



To your workers you represent management, and to management you are the link with the workers. Yet you must speak and act with the authority of your own position. Much of your success as a supervisor will depend upon how well you do this.

So you should find out from your manager precisely what your responsibilities are, and discuss them with him to make sure that there is no misunderstanding. Together you should prepare a **Job Description**, and you should both hold a copy of it. This should set out—

Your Job Title

1. Who you are responsible to:
2. Who is responsible to you:
3. Who else you have responsibilities to:

4.

(a) Your Key Tasks	(b) The objective or the performance standard required in each task	(c) What control information you will get on each task	(d) How much authority you have (e.g. to spend or to do)

5. What special reports or other actions are required and how often:

Conditions change in most jobs, so you and your manager should sit down and review your **Job Description** every three months — to ensure that it is still correct and to ensure that it is still complete.

So at any time you will know quite clearly—

what your job is,
and
how well you are doing it

There should be no uncertainty or shadowy areas here. If you have any doubts about it you should talk to your manager as soon as possible, for if you do not know precisely what you have to do it will be difficult to hold you accountable for performance.

An important principle in this is that people have a right to know the standards by which their work will be assessed.

B. Planning The Work

Planning means looking into the future and preparing for it — it is the thinking that precedes the doing of a piece of work. It is a deliberate effort to answer three questions—

— what is the job we are going to do?
— what results are expected?
— what is the best way to do it?

It must involve the future, people and action.

People expect to work to a set plan prepared by the person in charge and to be controlled according to that plan, but they know that adjustments may be needed to meet changing circumstances.

Planning is the first of the steps discussed earlier in this Note Book and if it is well done the rest of the task becomes easier. It is not something done just once. Conditions may change at any time, and plans must be reviewed constantly, perhaps weekly or daily or even hourly. A good supervisor does a blend of brain work and physical work, and time must be allowed for your planning.

How you plan in your particular job will depend upon what has to be done, but the following check points will help:

1. **Objectives** — do you know quite clearly what has to be done and when? What standard of performance or production is needed? What are the critical factors?

2. **Resources** —
   (a) People — do you know the abilities of each person in your group? Will they all be available during the period you are planning for?
   (b) Equipment and materials — will everything be there when it is needed? If necessary, can you get replacements or additional stock? Is maintenance or servicing available?
   (c) Authority — do you need any special approvals?

3. **Work Flow** — do you know where your work comes from and where it goes to? How dependent are you on the work of other sections? Can the work be planned so that everyone is kept fully occupied on work that suits their skills, and so that there are no bottlenecks or crises?

4. **Controls** — what controls will be necessary on this work — time, cost, quality, quantity, other? Where will close supervision be necessary? How will these controls be set up and maintained?

5. **Emergency Planning** — the timing of some tasks is fixed, while for others it may be varied. If necessary, which can be postponed and for how long? Which demands priority? If you were absent what would happen? Have understudies been trained for key tasks?

For small or for routine tasks your planning may be quite straightforward and follow a set pattern, but for a special project or a large job you may find it helpful to prepare a written plan. This should set out each step in order and show—

(a) What must be done and by when	(b) Who will do it	(c) Plant, equipment or material needed	(d) Action needed to make sure that (b) and (c) are ready

It will probably be helpful to number in a priority order the jobs to be done, but you should review this frequently for priorities can and do change. Do you need to plan for alternative courses of action?

You must plan the work of your Section, but you cannot do it in

isolation. You must know also what other people are doing and how their work may affect your plan. You should discuss this with your manager to find out how it will fit in with other activities it is associated with or may be part of. How important is timing? Will other Sections want to use plant or equipment at the same time as you? What possible difficulties can be expected? Are there special conditions you should know about?

You should also know what other supervisors whose work is related to yours are planning to do, and they should be told of your work plan.

The people in your Section will take it for granted that you do plan every job, and they have a right to expect that the work will go smoothly without crisis, wastage, accident or confusion.

Take time to plan. It may save many hours and many pounds. Don't be stampeded into action until you have thought through the possible results of what you will do. Don't let the pressure of immediate problems make you lose sight of your real objective. This is always a danger. Someone has said that when you are up to your knees in alligators it is difficult to remember that your main objective is to drain the swamp.

Plans will fail if there is

- lack of understanding of the problem or the objective
- insufficient time for planning, leading to expediency action
- inadequate consideration of the alternatives
- failure to supply sufficient information to those involved
- misunderstanding, misjudgement, bad timing
- defect in the control system

One objective in much of the planning you have to do should be to increase **productivity** — this is more than production, it is the return on the investment in the organisation, the ratio between the input resources of people, equipment, etc., and the output they produce. This is a critical target not only where you work, but also in the national economy.

Organising

Organising may be defined as building a network of relationships so that objectives may be achieved. This means that—

- for each task a person has to do there should be one clear and defined source of authority (this is known as unity of command)
- no supervisor should be made responsible for more people than he can effectively control (this is known as span of control)
- tasks should be grouped into "one person parcels" of related jobs
- responsibility should be delegated to the lowest effective level at which all the facts are known
- supervisors should not be by-passed when instructions or information is passed to workers
- criticism of a worker should be done privately
- a person whose work is subject to regular inspection should be given the assistance and facilities necessary for him to maintain an independent check of the quality of his work.

These are some of the basic rules for good team work. But organisation refers to other resources as well. It means, for instance, that—

- materials, tools, equipment are ready and available when needed
- there are no safety hazards
- the work flow is not impeded
- waste is held to a minimum
- time is properly utilised

and generally that all resources are so used that work objectives are constantly met and that high morale is maintained.

You should be aware, too, that although there is a formal organisa-

tion structure which can be shown on an organisation chart (or family tree) which defines the area of authority, and which shows the line (operational) and the staff (advisory) functions, there is always an informal organisation, or area of influence, operating inside it.

This informal organisation recognises that the power and influence of some people stems from their own personalities rather than from their work positions or titles, and frequently the group will respond more to them than to a formal authority. Informal leadership can change in different situations and communication is usually maintained through the grapevine.

The task of administration is to make the organisation work.

Budgets

You may be expected to operate within approved budgets. A budget is a planned allocation of the resources available, broken down into "programmes" for each area of activity, showing the amount allowed for the period or the year. It is usually expressed in money terms, but it may refer to materials or to people. This sets an upper limit within which you are expected to operate and to meet your objectives.

C. Getting the Work Done

1. Allocating Work

Most supervisors are good at doing the work they now supervise, but they may find it most difficult to allocate work to others.

A supervisor is not being paid to do the work himself — he is there to get work done by other people, and so he must be able to give them work to do.

There are two stages in this:

- — first he must know how capable each person is
- — then he must assign work to them

One way to handle the first step is to prepare a **Capability Chart** for your section, and to keep it up to date by a regular review. It should show:

REVIEWED ON / / / / / /		EACH JOB THE SECTION HAS TO DO					
		1	2	3	4	5	6
NAMES OF PEOPLE IN THE SECTION	A	Δ			$\overline{\Delta}$		Δ
	B	/	Δ	Δ	Δ		$\overline{\Delta}$
	C					Δ	Δ
	D		Λ	Δ	Δ		Λ
	E	Δ	Δ	/	/		
	F	Λ		$\overline{\Delta}$	Δ		/

Where / means: is being trained on this job

Where Λ means: partly trained but still needs supervision — or, can do the job but has not yet acquired speed

Where Δ means: fully competent on this job both for quality and for speed

Where $\overline{\Delta}$ means: competent to teach this job to others

From such a review — which need not be kept confidential — several things may be learned. For instance, in this example:

— B may be either ready for promotion or for transfer to gain further experience in another section.

— A should be given training in one of the other jobs.

— Job 5 should be examined immediately. What will happen if C is away, and why has no one else been trained on it? If the Supervisor has to do it, who then runs the section?

— What other training should be started? What target dates should be set for this?

The review can tell you what "people resource" you have. You may also need to know what "equipment resource" you have, particularly if you have to share it (perhaps a vehicle) with other sections.

Now you should be able to allocate the work to your people. A good way of doing this is to use a **Work Planning Chart**, which would show:

PEOPLE IN THE SECTION	SEPTEMBER (working days)																						
	1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30
A																						
B																						
C																						
D																						
E																						
F																						

— Jobs can be given a number or a simple coding

Suitable marks can be added to show the various stages of completion of these jobs.

Keep a stock of blank Work Planning Charts for use at any time. Until you are used to it, give yourself plenty of time both to prepare a chart and to check it. Checking ensures that nothing has been overlooked. You will find this chart a most valuable tool.

2. The Work Flow

Work flow concerns the passage of work through your section. It is your job to ensure that this goes through smoothly all the time, and that there

- — are no slack periods when people are waiting for work
- — is enough time for testing or inspection
- — is a correct sequence of operations so that there is no bottleneck or duplication of effort
- — are no unnecessary movements by people or materials
- — is a continuing review of work methods to see whether there may be a better way of achieving the objective

You should look at:

(a) the layout of the work place:
Does it give a steady and uninterrupted work flow or can it be improved? Do people have to move around too much to do their work?
Is the housekeeping as good as it should be — clean, free from obstructions or untidiness, with adequate storage or stowage?
Are there any safety hazards?

(b) the work place of each person:
Is it adequate for the work that has to be done?
Does it cause unnecessary fatigue?
Are all materials required readily available?
Are light, heating and ventilation adequate?

(c) equipment and machines:
Can they do the job?
Are they being used properly?
Are they properly serviced or maintained?
Are all safety requirements being observed?

Work flow affects everyone in the section. You should discuss it with them and seek and be receptive to their ideas and their suggestions for improvement.

3. Controls

You are employed to get work done, so you will need some controls to make certain that it **is** being done and done properly.

Controls mean supplying to those in key positions the information necessary to know whether the objectives are being achieved, in all respects.

Each control you use should have three steps:

To set standards (quantity, quality, cost, time, etc.)
To check performance
To correct deviations from the standard

Set a standard for quality, quantity, cost, time or performance.

Measure performance and compare it with this standard.

Take action to bring performance back to standard (or you may have to re-set the standard).

Check performance and review standards as often as necessary.

There are several forms of control which can be used. Some of these are discussed below. But you should use only those which are necessary, for over-controlling causes resentment and is as bad a fault as under-controlling.

You should discuss with your manager which controls you should use. The main ones are:

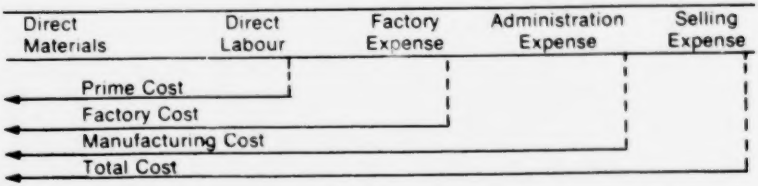
Cost Control

Purpose — to ensure that those costs within the supervisor's power to control are in fact being controlled.

The elements of costs are those related to:

direct labour	— the wages of those concerned with the making of the product or with performance
indirect labour	— the wages of those in service departments such as stores, maintenance, personnel and administration
direct materials	— raw materials allocated to the product, components or sub-assemblies
indirect materials	— all consumables such as oil, grease, cleaning materials, and small items such as nuts and bolts
direct expenses	— all expenses other than labour or materials which are charged directly to the job — for example, plans and specifications
indirect expenses	— running expenses such as electricity, gas, water, rates, rent and insurance

These are sometimes shown in another way:



You may also come across three types of costing systems:

Job Costing	— this is where the job is "one off" or "custom built" and all costs are charged directly to the job
Standard Costing	— where costs are estimated in advance, or predetermined, and the actual costs can then be compared with this standard
Process Costing	— where the job is costed stage by stage until it is completed

It is important that you know which costs occur in those areas which come within your field of work for you can influence these. You will need this information regularly from your manager so that you can detect any variations, and note where they occur. Then, if you can take corrective action you should do so.

It is quite likely that you will be told to try to reduce costs. If this happens you will need to look closely at each item, giving special attention to the need to:

— reduce waste:	Waste can occur with wrongly used raw materials, with scrap, breakages, poor maintenance, or by people being incorrectly or under-employed.
— save time:	Can output be increased, machines or equipment be better used, or work flow be improved?
— use space more intelligently:	Space for storage, for production or for freight costs a lot of money. Can it be reduced?
— use people properly:	How long does it take a new worker to become fully productive? Can this be done better and faster? What can you do to reduce labour turnover?

But note — all your workers will have their own ideas on cutting corners or reducing waste, so don't hesitate to consult them.

Quality Control

Purpose — to ensure that the output of production processes conform with a prescribed standard.

This can be done by inspection at various stages, depending upon the nature of your work. It may be at the receipt of goods or materials, at the "first-off" point before full production starts, at a component or sub-assembly check point, or on completion of production. It may be by sample checking or by complete inspection. Your manager will tell you what is required, but there are two things you should realise:

1. Quality must be built in — it cannot be inspected in.

2. You should ensure that workers start work at the standard of quality they will be expected to maintain. They can work up to higher quantity output but they will seldom increase quality once they start.

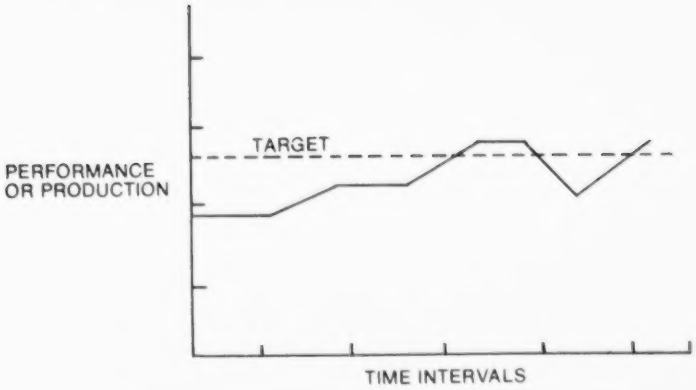
Production or Performance Control

Purpose — to keep production or performance up to a nominated level and to set standards.

Production is sometimes shown as a percentage figure:

$$\frac{\text{Actual Production}}{\text{Standard Production Set}} \times \frac{100}{1}$$

Your section may not get detailed cost statements, but may use figures for man-day or man-hour production or some other defined target as its yardstick. A suggested method — a simple graph which you can maintain to compare performance and target at regular intervals. For example—



The technique of:

- setting a standard
- measuring what is actually happening
- taking corrective action
  - either by modifying performance or by amending the standard
- then again measuring performance and taking corrective action

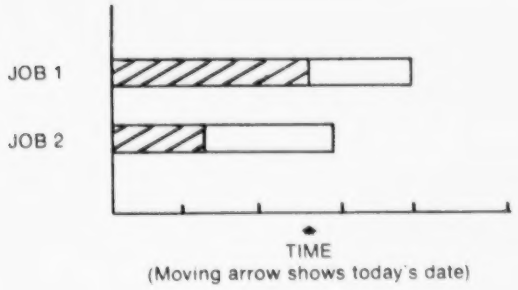
is known as the **CONTROL CYCLE** and is established practice on most production work.

Deadline Control

Purpose — to ensure (a) that work is being finished on time; or (b) that adequate progress is being made on jobs.

Suggested methods: (a) wall chart listing to show when jobs are due and from whom. The person responsible to initial when completed;

and (b) if the job is a long one, prepare a bar graph for the estimated target date and block in parts as completed.



Work Survey Control

Purpose — to ensure that no jobs are overlooked, that jobs have the right priorities, and that everyone is fully occupied.

Suggested method — a weekly review of all unfinished work within the section, job by job, or person by person.

Work Scheduling Control

Purpose — to avoid overloading people and to control work output where repetitive jobs are handled.

Suggested method — estimate or measure the time required for each section of the work, group related jobs into one-person assignments, allocate them to individual members of the section, and set realistic deadlines for completion.

Fault Location Control

Purpose — to pinpoint sources of error in complex repetitive jobs so that corrections may be made and training given.

Suggested method — chart all the stages of the operation and the people employed, then study details of the processes and record

precisely where errors occur.

Note: Encourage the operators to help in this, for the objective is improvement and greater efficiency at reduced cost, not to blame or to reprimand.

FAULT LOCATION CHART

JOB		FAULTS DETECTED IN EACH STAGE OF THIS JOB (𝍸 = 5)							
		I	II	III	IV	V	VI	VII	VIII
PEOPLE DOING THIS JOB	A		𝍸			𝍸 /	/		
	B	𝍸		𝍸		𝍸		𝍸	
	C		/	/		𝍸 𝍸		𝍸	
	D	𝍸			/	𝍸	𝍸		
	E					𝍸 𝍸		/	/
	F		/		/	𝍸			/

(In this example each of the Stages I - VIII would be clearly identified and described. The key area of concern is clearly Stage V where most of the errors are occurring, and this is where correction and re-training is needed.)

Staff Meetings

Purpose — to ensure that all members of the section understand the objective and what has to be done, are told how the work is progressing, the difficulties expected, the deadlines to be met, etc.

Suggested method — a regular meeting (perhaps 20 minutes a week) at which views are shared, work is reviewed, and problems discussed.

Overall control is most effective when a blend of these or other controls is used — but remember that conditions change sometimes unexpectedly. No control should be maintained longer than it is clearly seen to be needed.

4. Improving Work Methods

You should constantly be seeking to improve work methods in your area — to reduce costs, to remove hazards, to do more with less effort, to increase performance, to save time, to cut wastage or spoilage.

Every job can be improved or simplified. You and each member of your group should always be on the lookout to ask such questions as:

- Could this job be eliminated?
- Could it be combined with some other job?
- Could it be done with less effort or with fewer movements?
- Could it be done in another place or at another time?

If you record carefully what is now being done and compare this with a proposed better way the savings to be made will quickly be apparent to management.

5. Records and Reports

Records not only provide information for reports but are essential for planning and forecasting. So they must be up to date and accurate. The reason for keeping them should be clearly understood by those involved, for unless they are seen to be necessary they won't be taken seriously. Then the accuracy and the regularity of recording will suffer.

In general, records must be maintained for one of three reasons:

- Information for reference purposes — e.g. personnel data such as home addresses
- Information for decision making by management, e.g. figures on production or costing
- Information required by law, e.g. accident statistics

Keep records on properly prepared and headed books or forms. You should not have to copy from scraps of paper. The first writing should be all that is needed, and if this is not now the case, talk to your manager about changing the system.

Reports are part of the communication system which binds the organisation together. Writing them may be part of your job so you should know what is required. A form with the various subject

headings or questions already printed on it is very useful for regular reports following a set pattern. It gives the information in a standard layout which is easily read, referred to and compared with previous reports. The standard form could apply to reports dealing with production, sales, maintenance, accidents — in fact to most things.

But occasionally you may have to write a special report on a particular subject. How well your report is written may determine whether or not your recommendations are accepted.

It should probably follow this pattern:

(a) Terms of reference — which show why you are writing the report;
(b) An introductory paragraph — which states the problem and how it arose;
(c) The body of the report — which sets out all the facts to be considered;
(d) The conclusions you have reached;
(e) Your recommendation.

Number the paragraphs for ease of reference.

A suggested check list for report writing is:

State the problem — have you identified your purpose and your plan?

Collect and select your material
- does it all relate to the subject?
- is it accurate?
- have you distinguished between facts and opinions?
- have you mis-stated or exaggerated anything?
- have you omitted anything because it does not support your personal views? (A very real trap).

Arrange your material
- is the information clear, logical and self-explanatory?
- do you show possible alternative lines of action?

Recommend
- be simple, clear and logical.

Re-check the report
- if you now saw it for the first time would the recommendation convince you?

Records and reports are necessary and must be prepared when they are due

— but you should suggest to your manager that every regular report should be put on trial for its life once a year. Maybe the report will need altering or even abolishing.

D. Developing Your Team

1. Training

(i) (a) Recruiting the New Worker

Are you quite sure you need another person, or can the jobs be re-arranged or re-allocated? Will the total cost of employing another person be fully warranted by his work output? These are points on which you may have to convince your manager.

If it is necessary to recruit a new worker for your section you should first analyse what sort of person you want. For example:

— Is any special skill or knowledge needed to do this work?

— Must the appointee have this skill or can it be taught on the job?

— Are there any physical requirements, e.g. colour vision, manual dexterity, mobility?

— Will the appointee be a member of a group, a lone worker, have contact with the public?

— What previous experience, if any, is desirable or necessary?

It is important that you identify these key factors so that the right person may be selected. You may or may not participate in the initial interviewing of the applicants — frequently management or the personnel people handle this — but you should discuss with your manager the necessity for you to be involved in the final selection. The appointee will be a member of your work group and it is most important that he or she will fit in with you and your workers.

There are three key questions in recruiting:

- Can he do the job?
- Will he do the job?
- Will he fit in?

(i) (b) **Introducing the New Worker**

Do you remember your first day at work, when there were you, all alone, and "them", who was everyone else? And how long it took to change to thinking about the people around you as "we".

Things haven't changed. The new worker still feels out of things, a little confused, and perhaps even feeling unwanted.

First impressions can't be postponed so the first two or three weeks are critical. In this time the new worker has to become part of your work group. This means that he or she must have:

— a clearly defined job — a job he can regard as his own and for which he can be responsible

— a job which keeps him fully occupied and which he knows has a real purpose

— a proper work place and work layout safely run

— a work routine and good instructions which will make him fully competent

— wages he regards as fair for the work done

— recognition as a person

— a feeling of belonging in the work group

— information on matters which concern him

— a clear source of authority

— opportunity to do his best and to use his skill.

If he feels he is not getting all of these he will probably leave. If he stays he could become either a worker with problems or a problem worker, but he will not be a fully effective member of your team.

There are six steps in the right way to start the new worker (sometimes called **induction training**):

Step 1: Establish a friendly contact
- greet him cordially and put him at ease
- show a sincere interest in him
- explain the functions of the organisation and of your particular section
- outline his particular duties and responsibilities.

Step 2: Explain important rules and regulations
- attendance rules and records
- safety practices
- special rules and perhaps legal requirements about the work of the section
- union obligations.

Step 3: Explain the pay and the holiday procedures
- his pay rate
- how, when and where he will be paid
- deductions and overtime
- holiday entitlements.

Step 4: Introduce him to the work place
- be sure his work place is ready
- introduce him to fellow workers
- choose the right person to instruct him
- give him a sketch floor plan showing where key people and places are.

Step 5: Put him to work
Make sure he knows
- what to do and why it is needed
- what standard he must maintain
- where his work comes from
- where it goes to
- he is fully and gainfully employed.

Step 6: Check back frequently to ensure that he
— has been properly trained
— is fully occupied
— is fully accepted as a member of the section.

You may not do each of these things yourself, but if they are listed on a check sheet each step can be marked off as it is completed. You might want the new worker to sign it to make sure that he too feels that everything has been covered.

Research shows that if a new worker is properly introduced to the job, as described here, he is more likely to stay, and to be effective.

You are in charge of your section, therefore you are responsible for ensuring that each person in it receives proper and adequate training to do the work for which he and she is employed and also for future tasks which can be expected.

This means that you must be alert to identify and to record areas of work or people where or for whom you think training is needed. Then in discussion with your manager it can be decided whether you should do this training yourself or whether specialist assistance should be sought (perhaps by a training officer or through the Industry Training Board).

As has been stated earlier your effectiveness is determined largely by the effectiveness of those who work for you — therefore they must be capable and their training must be so planned that the potential of each person is developed and has the opportunity to be developed.

Good training will
— have clearly defined targets
— be relevant to those involved
— be geared to their individual abilities
— be regularly assessed to ensure it is accomplishing what it set out to do
— be maintained to meet other emerging needs

(ii) **Skill Training**

Training has two objectives:

(a) to get work done (which is the reason why people are employed)

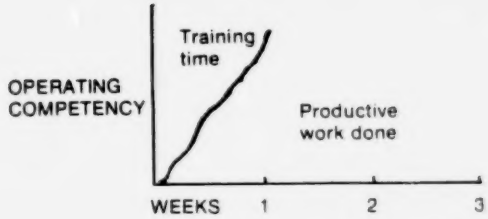
(b) to develop people
- — to meet the foreseeable needs of the organisation
- — to see what potential each person may have, and to help him achieve it.

The training can either be unplanned — a sort of "watch me and try and pick it up" approach — or it can be planned. Both will cost money, but one will be much cheaper yet more effective.

Suppose the new worker is paid £80 per week and it takes three weeks for him to learn the job, in an unplanned and casual way:

Direct wages cost for 3 weeks	£240
Assume a direct cost of personal supervision	£80
	£320
Training cost	£200

But suppose that with planned and systematic training the new worker can operate competently with minimum supervision within one week:



Direct wages cost for 3 weeks	£240
Assume a direct cost of personal training and supervision	£32
	£272
Training cost	£72

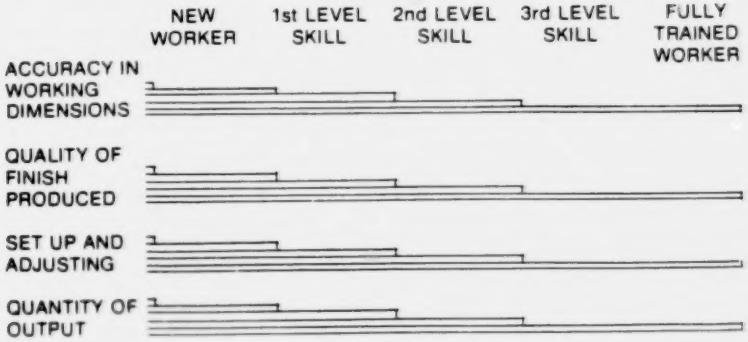
Thus, in this example planned training would give you £80 worth more of productive work and less close supervision in the first three weeks. So without it costing more than in the previous method you could spend up to £128 (i.e. £200–£72) on the special training of this one person. The shorter the time of systematic training, the greater the saving.

What is planned training?

There are two stages here:

(a) **determine what is to be taught and what standard is expected:**

To take an example below from a highly skilled workshop task, for each skill level a specific performance standard would be defined and training be geared to produce that standard. Wage differentials may also be related to these skill levels.



Another method of analysis is to take a specific job, break it down into its component parts, and then decide how much skill is needed for each part:

0 indicating no knowledge or skill required
1 indicating some knowledge or skill required
2 indicating good knowledge or skill required
3 indicating full and detailed knowledge or skill required

e.g. A task in the construction industry:

TASK Concreting Form Work		Unskilled Workers	Skilled Workers	Leading Hand	Foreman	Overseer
PARTS OF THIS OPERATION	A	1	2	2	3	3
	B	0	0	1	2	3
	C	0	2	3	3	3
	D	1	1	2	3	3
	E	1	2	2	3	3

This analysis of the jobs shows the level of skill and knowledge which must be taught to each group at each stage of the processing or operation. Then by using the capability chart described on page 15 individual training needs may then be identified.

(b) **teach the skill required**

Training may be given on or off the job, in Technical Institutes, in special training areas, in groups or individually — but wherever and however it is done, you, the supervisor, must be concerned with it and be fully informed. Whatever is taught, you will supervise the application of the skill to the task, and you are responsible for the results.

Most training is given on the job.

One method discussed here uses the **Work Sheet** (or the Job Breakdown).

What is a Work Sheet?

It is a listing of the separate steps, in logical sequence, which make up a particular job. It defines a standard routine, and is widely accepted as being an invaluable teaching aid. It may be a supplementary sheet to a job description, or it may be held at the location where the job is done.

When Work Sheets are used

- — spoken instructions do not need frequent repetition;
- — interruptions to the supervisor's own work are reduced;
- — learning time is less;
- — standardised methods are taught;
- — causes of error may be readily identified;
- — each step of the job is taught separately and in the right order.

Work Sheets are set out in two matching parts:

Actions — which advance the job significantly step by step

Notes — which are the special points to be watched in performing each action

In most cases a third column, to show **why** each step is required, may be particularly helpful.

How to prepare a Work Sheet

(a) ensure that it is prepared by someone who is thoroughly familiar with the task; and (b) list all the actions in their correct sequence (start each with a verb)

Ask: is this step necessary?
does it significantly advance the job?
is it the next logical step?
is it too much to grasp easily in one bite?
would a picture (photo or drawing) be more helpful than words?

(c) prepare notes to support each action

Ask: is the note necessary? Would the action be done properly without it?

is it complete?
has safety been considered?
is it necessary to explain the "why"?

Here is part of a Work Sheet that was prepared for people who already had bench lathe experience — but for new workers any one of these actions might need to be set out in detail on a separate Work Sheet.

Nelson Workshop

Job: Governor Brake Disc
— Drill, Bore, Ream and Face

Actions — what must be done	**Notes — what must be known**
1. Chuck	Chuck squarely — no chips or burrs
2. Indicate	At low speed
3. Centre drill	Angle — give drill double bearing
4. Drill	Lips even. Feed even. High for chip clearance. Clean drill.
5. Reverse piece	
6. Bore	Feed evenly and slowly.
7. Plug gauge	Enough stock for reaming

(cont.)

How to teach a job by using a Work Sheet

You cannot do this just by giving a Work Sheet to a worker and expecting him to do a faultless job. He must be properly trained by a competent instructor.

(a) Create an interest in the job
— be at ease yourself and put him at ease
— show him why the job is important

(b) Explain the job
— tell him what the job is

— find out what he knows about it
— place him so he can watch you doing it

(c) Demonstrate the method
— use a Work Sheet or other notes
— give the information logically, one step at a time
— stress the points to be watched
— take it easily, don't give more than he can absorb
— seek his questions
— do it again

(d) Assess his performance
— let him do the job, step by step
— correct his errors
— get him to do it again and explain why he is doing it that way
— check that each step is being done correctly
— repeat until you know that he knows

(e) Review periodically and continue to coach him on the job
— put him to work
— tell him how to get help if needed
— check until you and he are satisfied

Each step is essential, and each must be complete before the next is started.

Instruction given on the job in this way in proper steps has proved to be effective across the world, but in each case the actual teaching must be geared to the worker concerned. No two people will learn in exactly the same way. For instance, older workers will relate their training to their previous experience, and to their previous social and working habits. Younger workers may need to be challenged to learn.

Learning by rote or by memorising is not always the best way. It may be better to encourage self-testing at each step so that the learner himself wants to progress to the next logical step.

Remember, too, that the new worker should start by reaching the **standard** of performance that is expected. Insist on this. **Speed** can be built up with practice, but **standards** seldom are.

(c) Evaluate the effectiveness of the training

Training costs money and you must satisfy yourself, and your manager, that it is meeting its objectives. Before any training starts it is frequently possible — and desirable — to define clearly "at the end of this training he/she should be competent to ". If you can't do this with reasonable precision should you proceed?

After training you should discuss its effectiveness both with those involved and with your manager, not only so that the newly acquired skill or knowledge may be properly used but also to find out whether this training has in fact uncovered any other training needs. This happens quite frequently.

The people concerned usually feel enthused by their training experience and you should try to encourage each to continue to seek additional knowledge and skill.

(d) Training Records

Your organisation should have an established method of keeping training records and you should comply with this. However, there may be value in keeping a simple record of the training of people in your section. This could be on individual cards as set out as below:

Name:		Position: Since			
Date	Training Needed	Training Given	Date	By	Comments

(iii) Developing People for Growth and For Promotion

What is meant by team work? It probably includes:

- — selecting and developing players with the necessary individual skills
- — placing players in the proper positions where individual skills can best be used for the good of the whole team
- — developing tactics which will give the team best results
- — checking that individual members play by the team plan
- — giving the players the facilities and conditions to build and maintain their own skills

If each member of your section is thought of as a member of the team, then each has an important part to play. But many supervisors under-estimate some of their people, particularly younger new workers, whether they are unskilled or university graduates. The capacities of older workers, those in the 40+ age group, for re-training are also often under-estimated. These supervisors usually try to recruit specially the skilled workers they need, ignoring the untapped and undeveloped potential in the workers they already have. Their supervision is seldom effective.

Goethe, the German writer , summed things up when he said:

"If you treat a man as he is, he will remain as he is.
If you treat him as if he were what he could be and should be, he will become what he could be and should be."

In developing your people there are several things you can do. You can rotate the jobs. You can delegate.

Job Rotation means training people to do more than one job — this is illustrated in the Capability Chart on page 15. You should not have to step in if someone is away, for while you have your coat off doing his work no one is running the section. Other more important things may suffer.

No one should be moved to another job until he is doing well at his present job. Jobs vary in difficulty and people learn at different speeds so you should avoid a danger in changing everyone's jobs at regular intervals, but for each job you should have more than one trained person.

Delegation means giving the worker the responsibility, the authority, and opportunity to handle the details of a job, and an obligation to report back. Delegation gives people the chance to respond to a challenge, to see what they can do. Allocate tasks so that each member of the section is tested from time to time in a variety of situations (not all at once!) and encouraged to build up skills and confidence. If you do not do this you will never know what abilities waiting to be developed lie hidden in people.

You should not delegate matters relating to overall section planning and control, to discipline, to staffing recommendations or to personnel counselling, but beyond these you probably can entrust others with a measure of responsibility. For instance, if a routine has been established for a particular task, responsibility for it can usually be delegated. One guideline here is that you should delegate to the most junior person capable of doing the job.

Remember, however, that when you delegate a job you remain accountable for whatever is done. Delegation is a matter of trust. Some people may make mistakes. Some may not do the job the way you would. Some will need more help than others. Your role is to train these people, to encourage them to gain the confidence which comes with competence, and to provide back-up assistance when needed. Do not underestimate the capacity of young people when you are delegating, neither should you overlook the fact that older workers have an ability, often untapped to be taught new skills. It takes courage to delegate, and this is a measure of your own confidence. You should set clear targets and get regular reports on progress.

If you can't develop talent within your section, management may see you as the only person with all the skills and knowledge required. And if you are indispensable you can't be promoted.

How do you delegate? One way is to:

(a) List all the tasks done by the section in order of importance, showing for each how much time it takes during a four-week period of 160 hours;

(b) Mark the tasks that you personally must do (and show why). Be careful not to include things just because you like doing them;

(c) Work out a pattern that gives everyone in the section over a period the chance of doing a range of tasks, and of being properly trained to do them;

(d) Follow up and give special coaching where necessary.

But you should also be training someone, or sharing tasks between a few, so they can take over your job if you are away. Management will expect the work to go on, and this is one way of preparing and testing people for promotion.

Encourage your people to show initiative. If someone comes to you with a problem, ask him "In the light of the facts as you see them, what do you recommend?" Then be prepared to discuss it with him. This helps build confidence.

2. People at Work

(i) What makes people work well?

If the question were "what makes people work?" the answer might be easier. For many the reason would be money, for some it would be social companionship, for others it might be for personal ambition.

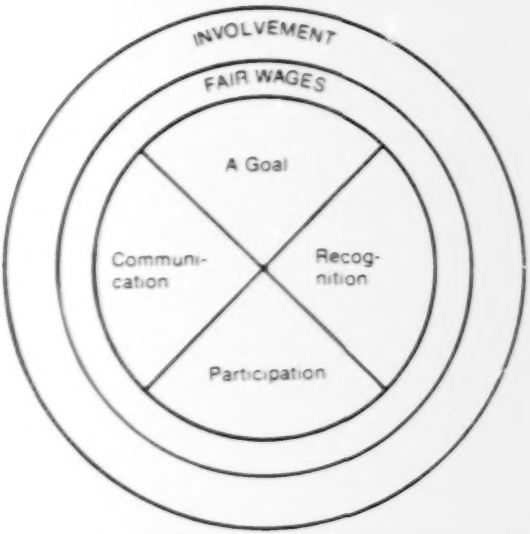
These things, plus some others, will get a person to come to work, and hold him there — but what will make him put in extra effort so that jobs are finished on time? What makes him work well? The answers to this will vary between people, but will commonly include:

— doing something worthwhile — a goal
"my work is interesting and varied. I'm part of a team. We understand why the work is important and the standards set are reasonable."

— doing one's share — participation
"others in my group depend on me. My ideas are listened to. The boss discusses things with us."
— counting for something — recognition
"they recognise me as a person and for what I can do. I get credit for good work, and help if in trouble. I feel part of the group."
— knowing what's going on — communication
"I know how I'm doing, where I fit, what's going on, and why. Changes are discussed in advance with us and our ideas are sought."
— getting a decent living — fair wages
"my pay seems right for the skill, conditions, and importance of the job and for the effort I put out, and in relation to that of others."

Could your workers each say these things? If not, should you do something about it?

Therefore, if you want your section to show pride in its work, to be highly productive, and to seek better methods of doing things, each person in it must feel that he or she has continuing:



People will support what they have a part in. They will respond to a challenge, goals towards which they can strive.

This is one of your continuing responsibilities.

(ii) **Giving instructions or orders**

You will be continuously passing information, checking and controlling.

Methods will vary from direct commands, to requests, to suggestions or to a call for volunteers. You must judge which is best to use in each situation and for the people involved.

A **command** or a **direct order** is one-way communication to get a quick response and its meaning must be quite clear. Much depends on the tone of voice, but properly used and where reasons for it are obvious, it usually works. But a sensitive person might be antagonised by it.

A **request** is more personal and tactful and seeks co-operation. It is particularly useful when dealing with older or experienced workers or with people who lack confidence.

The **suggestion** is a mild request, open to refusal. Limit its use to the reliable and experienced workers or to occasions when you want to stimulate initiative.

Asking for volunteers may be useful if the task is particularly difficult or perhaps unpleasant or where it is not appropriate to specifically name one person. If morale is low no one may respond.

As a simple yardstick, ask yourself — "what kinds of orders or instructions do I dislike getting?" Be guided by your own feelings and response.

(iii) **Handling complaints and grievances**

A grievance is any situation or act which is unfair in the mind of the complainer. If he **imagines** he has a grievance, then he has a grievance.

If one of your people has a grievance, or you suspect that he has, you should act quickly. Most fires can be put out with a teacup full of water applied at the right time and place. Take care of the small

problems and the larger ones may never develop. To handle a grievance properly there are four key steps:

(a) Listen with an open mind
- — listen patiently, even if the grievance appears minor
- — encourage him to tell his story completely
- — probe gently: ask "why do you think that?" or "why do you think it happened that way?"
- — discuss but do not argue
- — look for the main symptoms — these are not necessarily the first or the most obvious
- — *note*, however — he may not express his grievance in words

(b) Get **all** the facts straight (your diagnosis)
- — encourage him to re-state his grievance
- — question him carefully and try to distinguish between facts and opinions
- — talk to others, or consult records, if necessary
- — if need be, discuss the situation with your superiors
- — don't jump to conclusions

(c) Act promptly and fairly
- — first, ask
  - — is this my responsibility?
  - — do I have authority to take action?
  - — can I handle it myself?
    or
    what do I recommend?
  - — what follow-up will be necessary?
- — Then
  - — discuss with the shop steward, if necessary, and if you are authorised to do so
  - — don't delay action or pass the buck if it's within your power to do something
  - — try to save his face if he is not to blame
  - — if you cannot give a decision say so, and why. If you report it upwards, give **all** the facts, not just the ones that support your views
  - — if your answer is "no", give reasons
  - — be ready to give him the benefit of the doubt
  - — don't use your authority to force a decision
  - — don't act impetuously. Think not only what you will do but also about the likely consequences.

(d) Follow up
- to ensure that the action taken was correct and that you dealt with causes, not just the effects
- report to your manager all major grievances you settle satisfactorily as well as the ones where you consult others.

Grievances may test your relationships with shop stewards or union delegates. You both have a job to do and a hard line is often not the best approach. A frank discussion seeking facts, free from emotional overtones, and handled quietly, will gain respect and usually will produce good results. You should ensure that your actions will cast light and not heat on problem situations.

(iv) **Maintaining discipline**

Perhaps this should be headed "**How to correct employees**", for you should always aim for improvement, not punishment. There are two ways to discipline:

(a) the positive way
- which prompts and encourages people to conform
- uses constructive help
- develops correct working habits
- enables a person to make corrections without losing face

(b) the negative way
- which uses threats and authority to get results
- uses penalties and punishments or fear of them.

People want to know and have the right to know where they stand and to be quite clear what the rules are. This is the only condition in which discipline will be accepted.

The "hot stove" rule is a good guide here. When you touch a hot stove the discipline is immediate, with warning, consistent and impersonal. Anger or other emotion does not help because:

— you had warning — you knew what would happen if you touched it
— the penalty is consistent — everyone gets the same treatment
— the penalty is impersonal — a person is burned not because of who he is, but because he touched the stove.

The discipline should be concerned with the act, not with the person. This is important.

But this is a sensitive area, and you should be guided by your manager so that you are quite sure:

— what authority you have to discipline
— what your contact with the shop steward or the union representative should be in a disciplinary matter
— what actions you should take when confronted with a problem of discipline.

As a minimum you should:
(a) get **all** the facts and check them
(b) seek to find the real reasons why the incident occurred
(c) ensure that the rule was properly understood — that you know what the disciplinary policy is in a particular case when the facts are proven.
(For instance, it might be:
First offence — spoken reprimand
Second offence — written reprimand, with copy to union representative
Third offence — suspension or dismissal).

As with grievances, prompt action is necessary, but it must be the correct action. And it must be followed up to make certain that the matter has been satisfactorily resolved. But don't rush into action or act impulsively. Think of all the possible alternatives and the consequences of what you are planning to do. Your aim is **correction,** and this in itself is a form of training.

A basic principle of your supervision is — Whatever you accept without correction, you approve.

(v) **People of other cultures**

Your work force may include people of several nationalities.

Problems may then arise from two sources:

(a) difficulties with language

— English is one of the world's most difficult languages (for instance, we can raze a building and raise a tower), and the use of technical terms or jargon or slang does not help.

If you ask "did you understand that?" the answer will often be "yes", which does not necessarily mean that your message has been understood, it may be a way of showing courtesy or of wishing not become involved. If you ask "aren't you feeling well?" the answer "yes" will mean to an immigrant "yes — I am not feeling well", but we usually interpret it to mean the opposite.

Use simple words and short sentences. Be patient. Get the person to repeat the message back to you, and be sure even then that he knows what the words mean. Use illustrations, the written word, and if necessary, an interpreter.

Printed instructions or notices may need to be multi-lingual. You may obtain much value in using multi-lingual Work Sheets or T.W.I. breakdown guides in teaching work skill.

(b) cultural differences

— these will vary with countries of origin, but you should try to understand differences which can affect work or human relationships. For instance, extended family ties may seem to be more important than attendance at work, hours of work may sometimes conflict with cultural obligations, and there could be many other problem areas.
If there is a large group of people from one race or nationality one of them can be used as a contact person or as an intermediary. This can be most helpful.

The important thing is you treat each person as an individual who has his own cultural heritage and dignity, and that to each you show respect, warmth, patience and understanding.

(vi) Communication — from whom to whom

Communication means a transfer of meaning across a bridge of understanding.

Your effectiveness as a supervisor will depend largely upon how well you can communicate.
No matter what you know or how technically competent you are, your job is to get work done by others — and so you must be able to communicate effectively. And the message is not what **you** tell to them, it is what **they** hear and understand. Therefore, you will need feedback to ensure that there is correct understanding.

A high proportion of industrial disputes and stoppages, at least a third, are due to a breakdown in communication. Misunderstandings lead to confusion, mistakes, wastage and accidents, and raise barriers between people. Communication problems cause more difficulties for supervisors than almost anything else.

Your responsibility for good communication is in three directions.

1. To management. Decisions are made on the basis of known facts, and the manager expects to be kept fully informed by you on:
   - — matters on which he must make reports or decisions
   - — matters which may cause controversy
   - — trends, attitudes and morale.

2. To your workers. They expect at all times to know about matters which will affect them and which interest them. Each worker is a public relations man for the organisation and for your section. He is part of it only as long as he feels he is. The need to know what is going on is important to each of us.

3. To your fellow supervisors. Your section is part of a wider activity, and if the overall aims are to be reached all sections must work in harmony and share information on both facts and trends.

But at the same time, management, your workers and your fellow supervisors will be communicating with you on all of these things and your job is to **listen.** This is not easy:

— don't interrupt
— don't assume anything
— try to understand the reason behind the message
— ask questions to make the meaning clearer
— don't react too quickly
— get all the information. Don't feel "I've made up my mind, therefore more facts will confuse me."

Reasonable people will usually agree with each other if they know clearly what they are talking about. They take care to prevent barriers between them which might distort the meaning of the message.

The tone of your voice is important here. If you were to ask someone "What are you doing?" you should get a straightforward reply. But if you were to say "What **are** you doing?" the other person will think you are being sarcastic and will react to your sarcasm before he even considers the question.

When next you encounter or become involved in a people-problem

look first for a human misunderstanding, a breakdown in communication. You will almost certainly find the cause.

Good communication will build a bridge of understanding between people.

(vii) **Managing Change**

Change is inevitable. Everything either improves, deteriorates or undergoes change — and in today's technology most of our working processes are changing. Yet people tend to resist change. In a familiar setting they feel secure and comfortable, and change can produce dislocation, instability and anxiety.

As a supervisor you will have to introduce change. To avoid any disruption you will have to be sure that your workers recognise that the change is needed and that the proposed change is the right change. This will require advance discussion with them to reassure them regarding the expected effects of the change and to seek their support and co-operation in introducing it. One recommended approach is

- analyse and plan the change procedures
- discuss the change with those who will be involved
- gain acceptance of the proposed change
- check the step by step introduction of the change to ensure that it proceeds as planned
- follow up to ensure that what was intended has in fact been achieved

It may also be helpful to prepare a timetable for a trial run or a pilot effort and for the final installation.

A simple guideline to remember is that planning for people should including planning with those people. Opposition to change can significantly influence its acceptance.

E. SAFETY AT THE WORK PLACE

One of your continuing responsibilities is safety at the work place.

An accident is an unplanned event caused by an unsafe act or an unsafe condition. Your task is to recognise these hazards and to take action to remedy them as quickly as possible.

This will require

(a) your leadership and a sharing of responsibility
- what you do carries more weight than what you say, so your personal example must be good at all times. You should do nothing or accept no condition which is or could become a hazard or a risk.
- responsibility for safe working conditions or precautions should be shared with members of the section but you should police everything. That which is not inspected will deteriorate, but you should also encourage each member of your section to become aware of the importance of safety and to try and make both the work and the work place free of danger.

(b) compliance with all relevant regulations
- certain statutes require that specific safety precautions be taken — the Health & Safety at Work Act, etc.
- find out from your manager precisely what your responsibilities are under the law, get them in writing if at all possible, and make certain that they are known and understood by each member of your section. They may need to be displayed, and in any case they should be.

(c) the maintenance of safe working conditions
- good housekeeping, the proper maintenance of plant, equipment and tools, the use of protective clothing and safe working habits are all essential.

— encourage people to look at the work place each day as though they had not seen it before and to look for possible hazards.
— swap with another supervisor and do a hard-headed safety inspection of each other's section.

(d) safety training and emergency drill
— people need to know about machine guarding, eye protection, the handling of dangerous goods, lifting techniques, what to do in case of fire, flood or earthquake, etc. If you can't give this training yourself discuss with your manager how best it may be obtained, but make sure it is given and repeated.
— set aside a specific time for this training.
— have practice drills.

(e) availability of first aid and medical facilities
— in an accident bleeding and shock must be treated immediately; most other things can await the arrival of trained help. Could you cope?
— do you know what first aid help you can call on? and how far away is it?
— should you be given first aid training?

(f) an efficient accident reporting system
— the law says you must keep an accident record, and from an interpretation of your records you may be helped to determine and correct the causes of accidents.
— most organisations have their own form of accident reports, but you should be able to record the answer to two questions:
what really caused this accident?
what do we need to do so that it cannot happen again?

— your accident reports should, if possible, end with a corrective recommendation — which you should follow up.

Industrial accidents do not happen in a vacuum. Almost always they are due to unsafe acts or to unsafe conditions. They result from the actions of individuals, who are usually members of a group. Some individuals, or some groups, seem to have more accidents than others. Certain jobs are more hazardous. What do the statistics show in your organisation? You should know this.

All accidents are very costly. There are not only the direct medical and compensation costs, but also the indirect costs which could include:

— lost time by fellow workers
— lost time by supervisors
— damage to tools, equipment or plant
— spoiled work
— loss of production
— costs of recruiting and training a new worker

and other items. It has been estimated that the indirect costs of any accident will be at least nine times as great as the direct costs.

One thing seems certain. You will have to take positive steps to convince your workers that accidents are caused and can happen at any time. Most people go through life believing that an accident is something which happens to somebody else.

Working safely is habit forming, and rapidly develops into group pride in being part of an accident-free operation. This is a measure of your leadership. Even if your organisation has a safety officer, you are responsible for the safety of your section. He is there to assist you. You should be constantly seeking to detect unsafe actions by people or unsafe conditions which could cause accidents.

F. YOUR OWN DEVELOPMENT

1. Self-improvement

Your promotion and your development is mainly a matter of self-development. The organisation must provide training and the opportunity for development — but the drive, the desire, the effort, the obligation, and the responsibility for growth rests with you.

Hard work by itself is seldom the only way to promotion. You should prepare for the job ahead. Critically seek to identify the skills and the knowledge that you lack, and then set out to master them. And, at the same time, train someone to be ready to take over your job.

At least once a year you should have a full and frank discussion with your manager and ask "How am I getting on?" "How can I do better?" And regularly you should have a personal stocktaking and then plan to take action on what you feel needs improving.

A start point for this is to go through each of the items on your Job Description and to see whether or not you are meeting fully the objectives they cover. There may be some things you really haven't got to grips with — perhaps because you haven't been trained to do them, or because you don't like doing them. How important are they? Could your weakness here be delaying a promotion? In this review of your own ability you should be quite ruthless with yourself. The first step towards self-improvement is to know what needs to be improved. The second step is to do something about it.

2. Boss or leader?

You are a supervisor. Are you a boss or a leader? Do you drive people, or do they follow you because they want to?

How you handle your section will depend upon several things — the kind of person you are, whether you were promoted from within the section or from outside, how well your people pull together as a

group, and the nature of the work. All of these will influence how you act.

Perhaps sometimes you boss them, sometimes you lead them, and it works well that way. But perhaps you're not quite sure how you should approach the job. Giving guidelines here won't change you overnight, but if you think about the kind of supervision which got you to do your best work you will realise that how you should act will depend on the circumstances at that time, and upon your relationships with the people working with you. This is known as the Law of the Situation. The important thing is consistently to be fair and just, so that people know where they stand with you and that they can depend on you.

Leadership should be a combination of persuasion, compulsion and example — all three elements are essential. Leadership is concerned with:

(a) the tasks to be done
- — defining the objective
- — planning how to proceed
- — allocating work and using resources
- — controlling performance

(b) the work group
- — setting standards
- — building a team spirit
- — keeping them informed on what is happening or is going to happen
- — encouraging self-discipline within the group

(c) the individuals who make up the work group
- — recognising and developing individual abilities
- — individual training
- — delegation.

Therefore, the supervisor must be aware at all times of the needs of the task, of the work group, and of the individual workers, and how they relate to each other, and you should seek to maintain their thrust and enthusiasm.

Your leadership ability will be determined by the **knowledge** you have of your job and its place in the total activity, your supervisory **skills,** and the **attitudes** you have towards people at work and the things that make them tick, and towards your work objectives.

> Leadership is the human factor that binds a group together and motivates it towards goals. A good leader plans work, organises his group, and makes decisions — but in the final analysis none of these things gets results. Planning, organising and decision making are dormant until the leader triggers the power of motivation in people and guides them towards goals. Leadership transfers potential into reality. It is the ultimate act which brings to success all the potential in an organisation and in its people.

3. Managing your time

Wouldn't you like to manage your time better?

The major part of your time should be spent on the many duties of supervision. You will also have some routine work of your own to do, including paper work, but you should try and keep this to under two hours a day. Special assignments cannot usually be anticipated and they may require special efforts of organisation or delegation to fit them in. But each day you should try and make time for some creative work — for planning, for seeking improvements in methods or procedures, and for giving special training.

Keep a detailed diary for one week and record briefly what you have been doing each 30 minutes. If this does not square up with the pattern described above you probably need to do some personal re-organising of your time if you are going to do your job properly. Make sure you don't lose sight of your priorities.

You have all the time there is — there isn't any more. It's not the hours you work that count, it's what you put into those hours. And if you believe that time flies remember that you are the navigator.

4. Decision making

Quite frequently you are required to make decisions, and this is sometimes difficult. Five steps may help you here:

(a) Identify your objective

(b) Define the problem
- what kind of problem is it?
- what is the critical factor?
- why does it have to be solved?
- when does it have to be solved?
- what will solving it cost?
- who should solve it?

(c) Think it through
- what is likely to happen when it is solved?
- who will be affected?
- are you being influenced by your own feelings about the situation?
- what other external factors should you take into account here?

(d) Consider the alternative solutions
- what are the possible alternatives?
- list as many as you can.
- what are the likely end results of each of these?
- which of them seems to be the best from all angles?

(e) Take action
- know what to do with your decision
- then follow up to find out what happened after you acted.

But don't depend solely on facts. Decisions must be based on assumptions, and there are no riskless decisions. By thinking carefully you can reduce the odds of doing the wrong thing. Don't be stampeded into hasty action. Don't jump to conclusions. Take time to consider all the possibilities, and then move confidently. Recognise that the inevitable will always happen.

There is one way both to improve yourself and to practise decision making. Next time you meet a problem you cannot solve immediately — the kind of problem you used to refer to your manager for his action — try and analyse it under the headings of (a), (b), (c) and (d) above. Then go to your manager and say "The problem as I see it is. . . . The alternative actions appear to be:

(1) (2) (3)
and of these I would recommend . . . but I'd welcome your opinion."

IN SUMMARY

To get work done you must be able to:

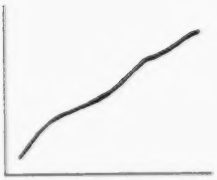
COMMUNICATE — WITH MANAGEMENT, WITH COLLEAGUES, WITH WORKERS AND WITH ALL WHO SHOULD BE KEPT INFORMED OF EVENTS AND TRENDS
— LISTEN
1
ANALYSE
EACH SITUATION AS IT ARISES SO THAT YOU ARE QUITE CLEAR WHAT HAS TO BE DONE, HOW AND WHEN
2
ORGANISE
YOUR RESOURCES TO ENSURE THAT THE OBJECTIVES WILL BE ACCOMPLISHED ON TIME AND TO THE STANDARDS SET
3
DEPUTISE
DUTIES AND RESPONSIBILITIES SO THAT EACH MEMBER OF THE GROUP INVOLVED IS MAKING HIS OR HER OPTIMUM CONTRIBUTION TO THE TASK
4
SUPERVISE
GIVE LEADERSHIP EXERCISE THE CONTROLS NECESSARY, AND PLAN FOR FUTURE EVENTS

And in doing these things:

You should	You should Not
Know your objectives and know how they fit in with other activities	Be concerned just with the routine work of your section and ignore everything else
Make it clear to your group what is expected — what is required — the standards set — possible problems	Keep people in the dark yet still expect good results
Allocate work fairly, having regard to people's abilities	Overload the willing or the weak. Expect the same from everyone
Give credit and constructive criticism	Leave them in doubt
Guide and explain	Reprimand in the presence of others
Be reliable and dependable	Bluster
Listen	Neglect promises
Exercise controls fairly and without favour	Just talk at them
Show confidence in people and be available to them if needed	Condone or ignore poor performance or inadequate results
Try to help each person develop his potential and to grow in the job	Snoop
	Breathe down their necks
	Be content just with producing the work expected from the section

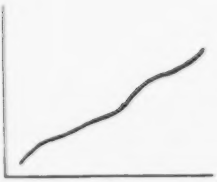
Your goals are

With people — OUTPUT



For production — COSTS

For development — GROWTH



Your job as a supervisor is to lead your people to produce work of high quality and high quantity. And it must be produced at an economic cost within a defined time and in an atmosphere of high morale.

This Note Book aims to provide some basic guidelines to help you. If further help is needed you should look to your manager, the personnel department or the training officer, or refer to some of the good text books now available. Your Industry Training Board will also be able to assist.

As someone once said — "If only I were half as good a supervisor as I know how to be, I would be a better supervisor." So — it's over to you.

APPENDIX

A NOTE TO THE MANAGER ON SUPERVISORY TRAINING

Effective training takes place when people are actively involved in the learning process — too much lecturing at them only demonstrates "the longer the spoke the bigger the tire", and reading often raises questions which need answers and discussion. This is particularly true when training supervisors, for each one brings to his appointment a background of knowledge and personal experience on which this training can be built. He will seek to relate his training to his experience, and this will be different in each case.

Supervisors are concerned with the here and now, and with the reality of getting work done effectively, quickly and harmoniously. Their training must be seen to be relevant to their work environment.

Each supervisor is a member of the management team, and needs to be given and to feel this recognition.

The key element of supervisory training should be group discussion related to the requirements and the problems of their work, both present and projected, to the possible answers and the solutions.

This Note Book may provide the basis for such training. Each section could be introduced by discussing questions related to the work of the new supervisors, and to the types of problems they can expect to meet. Text books and notes can be most helpful, but to be effective they should be reinforced by talking about ideas, by sharing actual experiences, and by exploring new thoughts. Most supervisors need help in this.

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END

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